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IMPACT EVALUATION IN MULTICULTURAL EDUCATIONAL PROJECTS

Case: ADAPTYKES project

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ABSTRACT

The objective of this thesis was to examine the common evaluation concepts of the European Union's funded projects. Such concepts inter alia are effectiveness, impacts and sustainability. The aim was to study how these are realized in multicultural educational case-project in a context, where the project is funded by the European Commission's Leonardo DaVinci Programme.

Thesis introduces two evaluation approaches, which are Logical Framework Approach and Realistic evaluation model. The first one is commonly used as management tool in projects funded by the European Union. Realistic evaluation is considered a potential option when evaluating non-observable factors.

The thesis was carried out as a qualitative research. The research methods were content analysis and observation. The evaluation of the case project was carried out as a summative evaluation. The research data was collected from the case-project documents. The aim was to study if the project results reflected the project plan and evaluate the impacts of the case project.

As a result it was found the case project did reach the project objectives based on the activities and results. However the real impact of the project could not be measured as the method of the study could not assess clearly enough, whether the knowledge transfer of the project was really internalized by the project partners. To ensure the effectiveness of multicultural educational project, realistic evaluation and Logical Framework Approach are recommended to apply in the future.

Key words: effectiveness evaluation, impact, intervention logic, Logical Framework Approach, EU projects, Lifelong Learning Programme, Leonardo da Vinci Programme, Realistic evaluation

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Yrittäjyyden ja liiketoimintaosaamisen koulutusohjelma

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TIIVISTELMÄ

Tämän opinnäytetyö tavoitteena oli tutkia Euroopan Unionin rahoittamien projektien yleisiä arviointiin liittyviä käsitteitä. Tällaisia käsitteitä ovat mm. tehokkuus, vaikuttavuus ja kestävyys. Tarkoituksena oli selvittää miten nämä toteutuvat monikulttuurisessa case-hankkeessa, missä projektin rahoittajana on Euroopan komission Leonardo da Vinci – ohjelma.

Opinnäytetyö esittelee kaksi lähestymistapaa arviointiin, näitä ovat Loogisen viitekehyksen lähestymistapa ja realistisen evaluaation malli. Ensimmäistä käytetään yleisesti projektin hallinnan työkaluna Euroopan Unionin rahoittamissa hankkeissa. Realistista evaluaatiota pidetään potentiaalisena vaihtoehtona kun halutaan arvioida ei-näkyviä tekijöitä.

Opinnäytetyö toteuttiin kvalitatiivisena tutkimuksena. Tutkimusmenetelmät olivat aineistoanalyysi ja havainnointi. Case-projektin arvoinnissa sovellettiin summatiivista arviointia. Tutkimuksen aineisto kerättiin case-projektin dokumenteista. Tarkoituksena oli selvittää olivatko projektin tulokset projektisuunnitelman mukaisia ja arvioida case-projektin vaikuttavuutta.

Tulosten osalta todettiin, että case - projekti saavutti sille asetetut tavoitteet toiminnallisten aktiviteettien ja tulosten osalta. Projektin todellista vaikuttavuutta ei voitu määritellä, koska tutkimuksessa käytetyillä menetelmillä ei voitu riittävän selvästi todentaa sisäistivätkö projektin osapuolet heille välitetyn osaamisen. Jotta monikulttuurisen projektin vaikuttavuus voidaan tulevaisuudessa varmistaa, realistisen arvioinnin menetelmän ja loogisen viitekehyksen lähestymistapaa suositellaan sovellettavaksi.

Avainsanat: vaikuttavuuden arviointi, interventio logiikka, loogisen viitekehyksen lähestymistapa, EU – projektit, Elinikäisen oppimisen - ohjelma, Leonardo da Vinci – ohjelma, Realistinen evaluaatio

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ABBREVIATIONS

UAS	University of Applied Science
EU	European Union
RDI	Research Development and Innovation
LLP	Lifelong Learning Programme
LdV	Leonardo da Vinci Programme
LFA	Logical Framework Approach
LFM	Logical Framework Matrix
LogFrame	Logical Framework Matrix
OECD	Organisation for Economic Co-operation and Development
DAC	Development Assistance Committee
EC	European Commission
SME	Small- and Mediumsize Enterprise
TYKES	Finnish workplace development programme
NGO	Non-Governmental Organisation
WP	Work Package
ECA	Ethnographic Content Analysis
SWOT	Strengths –Weaknesses – Opportunities – Threats analysis
HEI	Higher Education Institution
VET	Vocational Education and Training

1 INTRODUCTION

This thesis examines common evaluation concepts such as effectiveness, impacts and sustainability and how these are realized in multicultural educational case–project in a context, where the project is funded by the European Commission’s Leonardo DaVinci Programme.

The study focuses on case project’s implementation process comparing the project objectives to achieved results and outcomes in relation to the original project plan. The results’ relation to objectives will reveal the effectiveness of the project. Another objective is to use the research results and findings to develop an internal evaluation model, or suggestions for multicultural projects to ensure their effectiveness in the future at Lahti University of Applied Sciences (Lahti UAS).

The study examines how the impacts and effectiveness of multicultural educational projects could be ensured. This will be answered through intervention logic, exploring how case project’s impacts have contributed to the objectives of the project and through raising up the factors that influence on effectiveness of multicultural educational project on general level. In addition, this study aims to understand how realistic evaluation method could enhance the impacts of multicultural educational projects.

Under this topic the background of the thesis as well as the structure are described.

1.1 Thesis background

The current trend in EU funded projects is emphasizing the dissemination activities, which basically means the presentation of impacts and effectiveness of project results.

One reason why the importance of effectiveness has increased is the fact that financial resources are limited due to the economic crisis and at the same time new research and development projects are taking place. As the financing is limited, to whom it will be granted, is defined by the evidence based impacts.

The second reason is the structural change of education, where the trend is to move towards market based service production. This means that one may no longer purchase an education as a typical professional service but more or less as productized educational or development package. Productization therefore calls after evidence of effectiveness, which can be used for marketing purposes of a new educational service package (European Commission 2008, TEKES 2014).

The third reason is found at the current EU's 8th Framework Programme for Research and Innovation, Horizon 2020, where it has an emphasis on impact assessment. One important aspect, which the EU's proposal evaluators are expecting to hear is, "what are the expected impacts of the granted projects?"

"The goal is to ensure that Europe produces world-class science, removes barriers to innovation and makes it easier for the public and private sectors to work together in delivering innovation. The programme aims at breaking down barriers to create a genuine single market for knowledge, research and innovation" (European Commission 2014a).

The current Lahti UAS' Research, Development and Innovation (RDI) strategy, emphasises initiatives towards solid international RDI consortiums and networks and this kind of development work in the future as well. Lahti UAS is looking opportunities to to develop it's pedagogies and provide authentical learning environments for students as well as produce internationally competitive contents (Väänänen 2013, 9).

In order to transfer the past project results into the new follow-up projects, the internal evaluation and understanding of project impacts have an essential role. This thesis will help to understand and evaluate the impacts of one case project's outcomes and give input and new ideas to project proposals for future reference.

1.2 Thesis structure

This thesis is divided into five main chapters. The structure of the thesis can be seen in Figure 1.

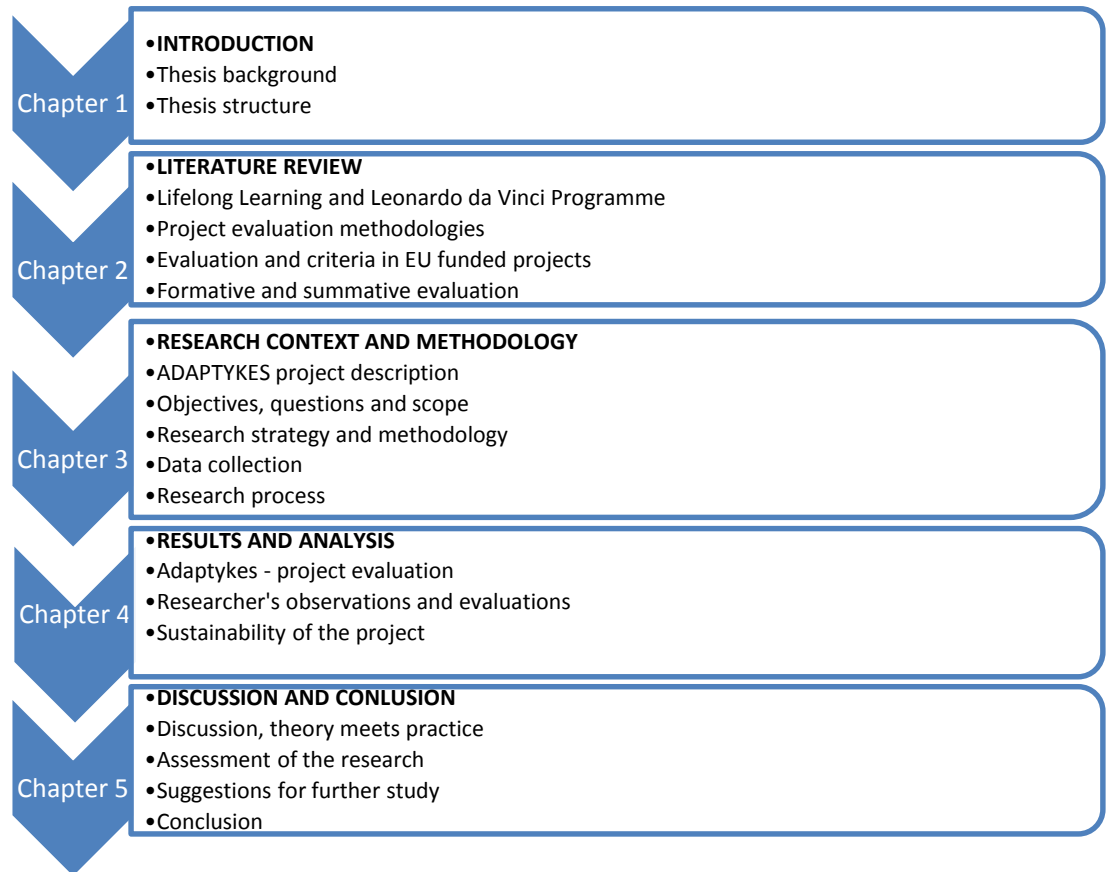


Figure 1: Structure of the thesis

The first chapter will describe the background, motives and the structure of this thesis. The second chapter will present the general concepts of project evaluation, special features of EU project evaluation and what evaluation frameworks are used in the EU funded project evaluation as well as evaluation criteria.

The third chapter describes the evaluated case-project ADAPTYKES project, first presenting the background of the project and how the project was carried out as well as what were the main results. Also the research questions as well as methodologies are described and what data was used. The chapter will conclude with the description of the research process.

Fourth chapter will present the results and analysis of the case –project evaluation. The research results include the content analysis results as well as author's own evaluation and observations. At the end of the chapter, the sustainability of the project and the main findings are presented.

Lastly, the fifth chapter will include discussion and conclusion of the study.

Theory meets practice, where the research questions are discussed in light of the study results. Chapter will answer the main research question: How could impacts and effectiveness of multicultural educational projects be ensured? Also the reliability and validity of the research are discussed. The chapter will also present how exploitable the study is and deliver the future research questions.

2 LITERATURE REVIEW

Under this topic the reader will get an introduction to multicultural educational projects in European Union and what are the evaluation criteria for these projects. Also two evaluation methods are introduced, these are Logical Framework Approach and realistic evaluation. Other factors, which influence the project evaluation are discussed towards the end of this topic. These are dissemination, exploitation, valorization and sustainability. The topic ends by defining formative and summative evaluation approaches.

2.1 Lifelong Learning and Leonardo da Vinci Programme

European Union's Lifelong Learning Programme (LLP), has an important role in developing European education and training as well as enabling European people to take a part in learning experience at any stage of their life. In between years 2007 to 2013 it had a total budget of nearly 7 billion euros. The programme funded a range of exchanges, study visits and networking activities. The activities of LLP have continued under new Erasmus+ programme since 2014 and will continue upto 2020 (European Commission 2014b; European Commission 2013).

The Leonardo da Vinci programme (LdV) is one of five sub-programmes of LLP. The focus of LdV programme is on vocational education and training. Target groups of this programme are students and teachers as well as educational institutions of various kinds. The LLP encourages collaboration at European level, where the LdV partnership programme's objective is to improve internationalization and multicultural development through international networks and collaboration. Exchange of expertise and transfer of knowledge between vocational training organizations and other organisations were considered as one of the main goals. Often the objective was on exchange of experiences and best practices of vocational trainings, which ought to improve the quality of education to stimulate innovation and enhance competitiveness of European Industry (CIMO 2013, 4; European Commission 2014b; ECOTEC 2003, 2-3).

“The Leonardo da Vinci programme finances five distinct main “measures”, one of the basic requirements for all projects is the establishment of transnational

collaborative partnerships between organisations working within the field of vocational education and training in the different participating countries. The programme currently encompasses 31 countries. The main result, and indeed the cornerstone, of a good Leonardo da Vinci project is the development of a successful transnational partnership to improve quality, foster innovation and promote the European dimension in vocational training” (ECOTEC 2003, 1).

Within EU member states there are wide range of views what are considered as project results. Therefore Lifelong Learning Programme have given an outline of result categories. These should be considered when the evaluations or monitorings are done. In Table 1, these categories are found with examples.

Table 1: Lifelong Learning Programme result categories (CIMO 2009, 19-20)

Result Category	Examples
Products	reports and comparative studies; handbooks and training tools; innovative education and training modules; new curricula and qualifications; guidance material for new approaches and methodologies; demonstrator, prototype; online education and training material (e-learning); conferences and cultural events; seminars, debates and symposia.
Methods	increased knowledge of the participants within a certain field and topic; cooperation processes and methodologies; managerial lessons learned and know-how; exchange of ideas and good practice.
Experiences	experience gained by the project partners in the management and undertaking of transnational partnerships; experience gained by individuals, e.g. from mobility periods; exchange of experience and best practice through the establishment of networks.
Policy lessons	drawn from the overall experience of projects within a programme or from individual projects that are particularly innovative or effective; fed back to inform policy making e.g. in the Lifelong Learning field within the Commission and within member States.
European Cooperation	new or extended European partnerships; transnational sharing of experience and best practice; cross-cultural dialogue and co-operation; new dialogue and partnerships between EU and non-EU countries

The above result categories should somehow be able to describe in the project proposals, where the aimed results should respond to a specific description of the project call.

Some fundamental evaluation criteria on how the Leonardo projects were originally assessed and accepted for funding were the following: Innovation, Transnationality, Partnership, Validity, Dissemination and Valorisation. All these criteria should be kept in mind when planning the project and describing the objectives and results of the project. Evaluation criteria for EU funded projects are described more in detail in chapter 2.3.

In close relation to the Leonardo programme criteria, there are following views of transnational working, which are important to recognize in Leonardo projects. These are; building a strong partnership, recognising and understanding cultural differences, addressing language and communications issues, effective management, monitoring and evaluation, resolving technical issues early on and conflict resolution.

It is paramountly important to be able to co-ordinate organizational resources and competences as effectively as possible to ensure the best possible added value of the network. This however has been considered as a common challenge for the Leonardo programmes, where different cultures often collide.

2.2 Project evaluation methodologies

Purpose of evaluation is to make an objective assessment of an ongoing or completed project or programme, its design, implementation and results.

The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. The evaluation should provide information that is credible and useful, describing the lessons learned of the whole process (EuropeAID 2004, 46).

There are various evaluation methodologies available for project evaluation and it sets the difficulty to choose the most appropriate ones for this thesis. In this thesis the intervention logic based model is described as well as realistic evaluation

model. The first of these models was chosen because intervention logic model is one the most common approach used for granting applications within European Commissions (EC) aid programmes. The realistic evaluation is not very commonly used but it has features, which would be very beneficial for project management and evaluation, especially when describing impacts of the project.

All EU funded projects must have a project plan with set objectives. The objectives are linked with the activities or interventions, which will cause the objectives to be reached. This relation between objectives and activities is called *intervention logic*.

Intervention logic is not an evaluation method but a helpful tool to clarify and explain what the objectives are and clarify the expected effects when the objectives are reached. Intervention logic also helps to form the evaluation questions about these effects and helps to assess the internal coherence of the interventions. Basically all the activities and expected effects maning outputs, results and impacts of an intervention are considered through invervention logic. This includes also the assumptions which explain how the activities will lead to the effects in the context of the intervention (EuropeAID 2014; Dahler-Larsen 2005, 7-8).

The following sub-chapter 2.2.1 will provide example of, how intervention logic is applied in practice through Logical Framework Approach. Later on, the sub-chapter 2.2.2 will introcude the principles of realistic evaluation.

2.2.1 Logical Framework Approach

Logical Framework Approach (LFA) is a tool, which is used for project planning and management. At European level LFA is one of the most commonly used approach when applied EC aid programmes (Lappalainen 2014). LFA is a technique, which helps to indentify and analyse the current situation and what activities need to happen to improve the situation by defining the objectives. LFA is a very useful tool for monitoring the project during implementation and evaluation phases. It forms a basis for project planning, operational plans, monitoring systems and methods as well as framework for assessment.

Logical Framework Approach begins with analytical process where it sets out systematically project objectives in a logical order and shows the relationships between them. Also the indications whether the objectives have been achieved are presented and which external factors may influence the project's success (EC 2002, 33; Lappalainen 2014).

The LFA puts emphasis on measurable indicators, which are reflected in the OECD Development Assistance Committee (DAC 2010) quality criteria for development evaluation. These criteria state that *'a clear distinction is made between the different result levels' (intervention logic containing an objective-means hierarchy stating input, output, outcome and impact) and stresses that the 'indicators for measuring achievement of the objectives are validated according to generally accepted criteria'* (OECD/DAC, 2010, 10).

The first step of the LFA is to make an analysis of the project objectives using cause and effect diagrams. After objectives analysis the stakeholder and strategy analyses are done where the effects on shareholders are measured and what strategic approach should be chosen to make all stakeholders committed (Lappalainen 2014; Delevic 2011, 15). It is essentially important to participate all stakeholders into analysis phase to ensure that all partners' views are counted and given opportunity to comment (Lappalainen 2014).

Main results of this process are summarized in Logical Framework Matrix (LFM) in a logical order. LFM is also referred to as LogFrame. The fulfilling order of the matrix is shown in table 2.

Table 2: The order of filling LFM (EuropeAid 2004, 73)

Objectives' hierarchy	Verifiable Indicators	Sources of Verification	Assumptions
1 (Overall objective)	8	9	
2 (Project purpose)	10	11	7
3 (Results)	12	13	6
4 (Activities)	Resources		5

Numbers and arrows describe how the fulfilling order ought to be followed. The topic level content of the LogFrame is described in table 3.

Table 3: The Logical Framework Matrix (EuropeAID 2004, 73, Ilomäki 2014)

Intervention Logic	Verifiable Indicators	Sources of Verification	Assumptions
Overall objective?	How to know? How to measure?	How to get the needed information?	
Project purpose?	How to know? How to measure?	How to verify?	What else is needed to reach the overall objective?
Results?	How to show that results are reached? Who, where, what, how often?	How to verify?	What else is needed to reach the objectives?
Activities?	Means Who? What resources?	Costs?	What is needed to get the results?
			Preconditions to get project started? What do you have to know?

The LogFrame summarises: why the project is carried out, what the project is expected to achieve, how the project is going to achieve it, which external factors are crucial for its success and where to find the information required to assess the success of the project. What are the means and how much will the project cost and what pre-conditions have to be fulfilled before the project can start (EuropeAid 2004, 59; Delevic 2011, 38, 40).

In spite of logical interventions, there are several common problems associated with LFA. As an example, the project administration may become rigid, if objectives and external factors specified are over-emphasised in the beginning. Project partners should keep in mind that LFA is only one of several tools to be used during project preparation, implementation and evaluation, and it does not replace target-group analysis, cost benefit analysis, time planning, impact analysis, etc. (Delevic 2011, 12).

In order to avoid problems with the application of LFA, users should make sure the partners have mutual understanding of the used methodologies and terminology, emphasise that the matrix is the end product of a LFA process where all stakeholders are involved and how this tool promotes dialogue and agreement of the project scope. It is necessary to understand that the matrix can not be used as a blueprint for external control over the project; the matrix should be clear and concise; and it should be revised as new information comes to light (EuropeAid 2004, 59).

It is also important to recognise that while the basic concepts underpinning the LFA are relatively simple, the quality of product is primarily dependent on the skills and experience of those involved in its application (EuropeAid 2004, 59).

According to Holma & Konttinen (2011, 183-184) the LFA has been criticized for focusing too much on linear development of change, which does not connect with the development of ‘real world’ interventions. Especially the problem is seen in identifying the deeper mechanisms influence on situations, which are not observable.

As an example, evaluation of the learning outcomes of an educational project are quite often non-observable. The OECD/DAC (2010) has mentioned the importance of learning as evaluation criteria but it also has stressed measurability as an important characteristic of the production of adequate knowledge (OECD/DAC 2010, 10). The emphasis on indicators can be therefore conflicting.

Holma and Konttinen (2011, 182) argues that for learning purposes it is not sufficient to focus on whether the project has met the objectives but rather, to evaluate beyond the surface of the project, to examine the learning and issues that made the project successful, or not in a certain context.

2.2.2 Realistic evaluation

Another evaluation method is the realistic evaluation. Realistic evaluation is one theory-based evaluation framework, where mechanisms are presented in a light of how they work in certain contexts causing impacts. (Clarke & Dawson 1999;

Robson 2000). According to Rajavaara (2007) there is a difference in between theory-based and theory-driven evaluation frameworks. The difference is that theory-driven evaluation emphasises the future orientedness and changes, where in comparison theory-based evaluation is after defining the mechanisms.

In realistic evaluation, the aim is to understand the relations between contents of activities or mechanism, context, outcomes and configurations. These are defined as following: *Context* seeks after what kinds of circumstances are needed to carry out activities that enable the outcomes. *Mechanisms* define how to measure activities whose purpose is to deliver certain activities in a specific context. *Outcomes* are defined as, what practical results and their causal impacts will follow through certain activities in a proper context. *Configurations* define how the overall setting of a programme theory is formed (Anttila 2007, 69; Pawson & Tilley 1997, 92-93; Timmins & Miller 2007, 12).

In other words, realistic evaluation tries to uncover the patterns: *what works, for whom and in what circumstances or contexts*. Realistic evaluation emphasises the contextuality of knowledge and explains, which mechanisms are causing change or the impacts in certain situations. The purpose of the evaluation is to answer why one intervention, works for some people and not for the others (Pawson & Tilley 1997, 88; Kazi 2003, 29). Therefore a realistic evaluation can be a helpful tool when assessing the implementation of activities and final outcomes together.

Realistic approach stresses that the things we experience or can observe in the projects are caused by specific or deeper processes, which are usually non-observable. For example, we may have an experience of a training programme and observe that participants use different language at the end of it, than they did in the beginning, but we cannot be sure if the new content is being stored in memory. *The trainer has the power to teach and learner to learn, but ultimately it's the trained person's decision if the learning outcome is achieved.* This is because the causal processes happen at a different level of the system than the observable outcomes. The causal process in realistic philosophy is known as a 'mechanism' (Wershopp 2014, 4-6).

“The starting point is a partnership between realist evaluators and practitioners. Pawson and Tilley (1997, 217) regard this relationship as a ‘teacher– learner relationship’ with practitioners and others to test and explain the ‘context– mechanism– outcome configurations’. However, a partnership is advocated here as both the academic evaluator and the practitioners are learners and teachers at the same time. This partnership is based on a shared commitment to evaluate practice, and to identify ways in which both internal and external evaluation can be combined together and inform each other” (KAZI 2003, 160).

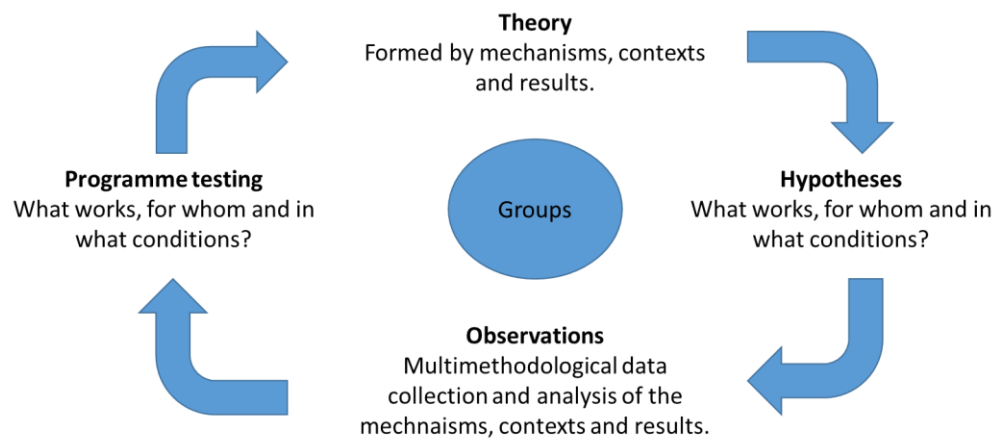


Figure 2: Realistic evaluation structure (Pawson & Tilley 1997, 84; Kazi 2003, 29; Anttila 2007, 71, 81)

Figure 2 represents the structure of a realistic evaluation. Usually the evaluated activity will start by a certain idea or perspective, which is then formed to a certain theory, also called as programme theory. Hypotheses are formed based on the theory, which will lead to observations part where the data analysis is conducted by multiple methods. Finally the theory is tested and perhaps reconfigured to better match the specific context (Anttila 2007, 70-71).

Realistic evaluation has an emphasis on presenting how programme outputs follow the stakeholders’ decisions and choices as well as their reasoning to put the programmes into practice (Pawson & Tilley, 1997, 66). It represents a holistic approach, which contains multi-dimensional practices such as processes and products. The evaluation is a cyclical process where each cycle is evaluated

separately and necessary corrections are done to the ongoing process. In the end, the whole process is being evaluated as a whole, through process evaluation as well as results evaluation (Anttila 2007, 71, 74, 82).

According to Anttila (2007, 77) it is important to consider whether the project is goal-driven or goal-seeking development project. This selection defines how tightly the project should follow the predetermined objectives. For instance in innovation projects, as well as in educational projects, it is recommended to leave some room for new and fresh thoughts. Having this in mind, Pawson and Tilley (1997, 182) as well as Clarke (1999,33) state that the role of interview has an important role in realistic evaluation structure, especially when testing and refining the theory and link the activities, mechanisms, contexts and outcomes together.

2.3 Evaluation and criteria in EU funded projects

To deepen the understanding about evaluation and evaluation research, the following insight on evaluation and evaluation criteria are needed.

Evaluation research is considered as an applied research, where the aim is to define a value or a merit of an intervention, service or programme and explain if it works and how it works (Clarke & Dawson 1999, 66; Robson 2000, 80).

Evaluation can be targeted to need, processes, effectiveness or efficiency. In practise, evaluation can assess effectiveness and processes separately or together (Robson 2000, 80-81). Effectiveness evaluation concentrates on summative measuring of effectiveness as summative evaluation. This is carried through qualitative methodologies. The study design is usually experimental or quasi-experimental and the review subjects are the outcomes and achievements of the set objectives (Robson 2000, 81).

In the process of evaluation, the activities and transactions of service, intervention or program, as in formative evaluation, are assessed. Here, the research methodologies are qualitative such as observation, questionnaires, document analysis or qualitative and quantitative methodologies together. Often both evaluation methodologies have been used, to obtain better understanding of how

service, intervention or programme impacts are linked with the holistic “big” picture (Robson 2000, 82).

The problem with these evaluation methods is that they do not answer the question, why one activity is causing effectiveness. In different knowledge cultures, the effectiveness evaluation has been understood differently.

Effectiveness can relate or be linked to achieving the objectives, meeting the needs, changes of the pilot groups, mechanisms of action, participation of people and interaction (Rajavaara 2007). Educational projects evaluation is defined as following. It is an “*assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors*” (EC, 2002, 27).

Evaluation is often carried out based on statistics, such as the numbers of people participated the pilot training programme, but statistical data is able to only describe a half story. Therefore it is imperative to include a qualitative analysis, such as beneficiary interviews into evaluation. The real value of evaluation is that it guides what can be improved for own benefit or the benefit of others (ECOTEC 2003, 2).

As presented above the evaluation as a concept has said to refer to a process of determining the worth or the significance. An evaluation can be done during different stages of the project. If it is done during the preparatory phase as “*ex ante*”, the evaluation concentrates on appraisals and feasibility studies. The aim of “*Ex ante*” is to support the preparation of proposals to define objectives of the project. Sometimes the evaluation is done during implementation phase, as mid-term evaluation, to track the progress and then adjust and improve interventions of project when moving towards the next phase.

In case, the evaluation is done at the end of the project as *final evaluation* or afterwards as “*ex post evaluation*”, then the assessment is made on the overall

outcomes and lessons that project have produced or learnt and the results maybe a base for final report. “Ex post evaluation” is often carried years after completion and it focuses on impact (EuropeAid 2004, 27-28; Projektori 2003).

Project evaluation can be carried out among the project partners as internal evaluation or through external party, which often is related to European Commission’s nominated agency for evaluation.

From the project participants’ perspective the internal evaluation can be carried out for instance using the logical framework approach, which follows the recommendations given by the EC. The internal evaluation is based on the monitoring, which gives the basic information for the decision-making process.

Regardless of the evaluation timing or who is responsible for the evaluation process the following basic matters are assessed at EC funded projects; relevance, effectiveness, efficiency and sustainability and impacts. In the figure 3, the relation between different areas are described according to EC (1997, 20; 2004, 72).

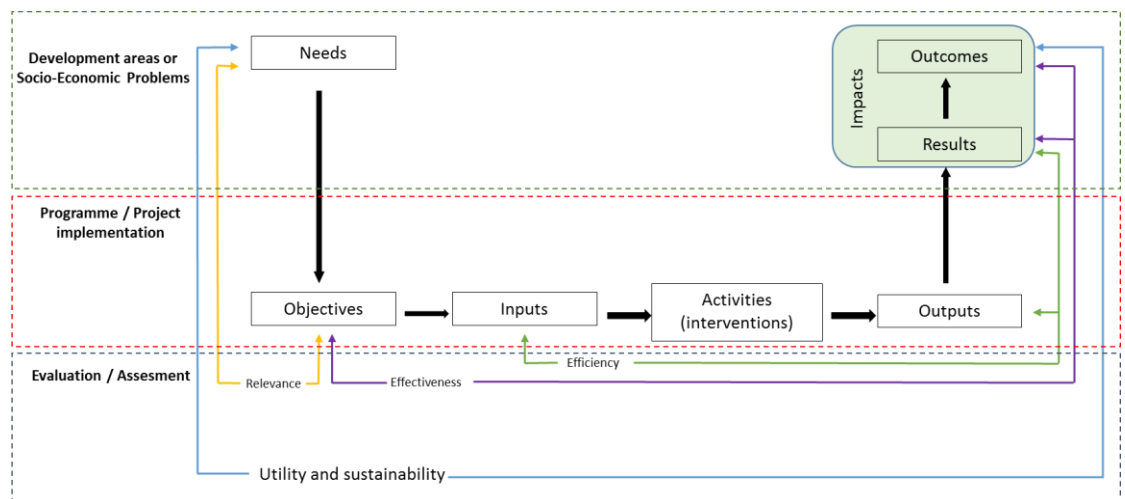


Figure 3: Key project evaluation areas (European Commission 1997, 20; 2004, 72)

In the figure 3, *relevance* seeks answer to if the project makes sense within the context of its environment. *Impact* looks after what has happened and what is likely to happen as a consequence of the project. *Effectiveness* assesses to what

extent the project purpose has been achieved, and to what extent the achievement is a result of the project. *Efficiency* asks if the quantity and quality of the results of the project justify the quantity and quality of the means used for achieving them. When measuring *Utility or sustainability*, the question seeks answer to what has happened or is likely to happen to the positive effects of the project after the external assistance has or will come to an end (EC 1997, 20; 2004, 72)

For multinational educational projects the starting point for the evaluation activities can also be the projects' critical success factors that are useful criteria for evaluation. These success factors are usually defined, when the project's SWOT-analysis is compiled.

Evaluations under EC funds follow the evaluation criteria of the OECD's Development Assistance Committee (DAC). In more detail, the European Commission evaluation criteria are described in table 4.

Table 4: Evaluation criteria used by the European Commission (EuropeAID 2004, 49)

Relevance	The appropriateness of project objectives to the problems that it was supposed to address, and to the physical and policy environment within which it operated, and including an assessment of the quality of project preparation and design – i.e. the logic and completeness of the project planning process, and the internal logic and coherence of the project design.
Efficiency	The fact that the Results have been achieved at reasonable cost, i.e. how well inputs/means have been converted into Results, in terms of quality, quantity and time, and the quality of the Results achieved. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.
Effectiveness	An assessment of the contribution made by Results to achievement of the Project Purpose, and how Assumptions have affected project achievements.
Impact	The effect of the project on its wider environment, and its contribution to the wider sectoral objectives summarised in the project's Overall Objectives, and on the achievement of the overarching policy objectives of the EC.
Sustainability	An assessment of the likelihood of benefits produced by the project to continue to flow after external funding has ended, and with particular reference to factors of ownership by beneficiaries, policy support, economic and financial factors, socio-cultural aspects, gender equality, appropriate technology, environmental aspects, and institutional and management capacity.

The evaluation criteria above are closely linked with the Logframe's objective hierarchy, where the EC criteria follow the intervention logic as illustrated in the following figure 4.

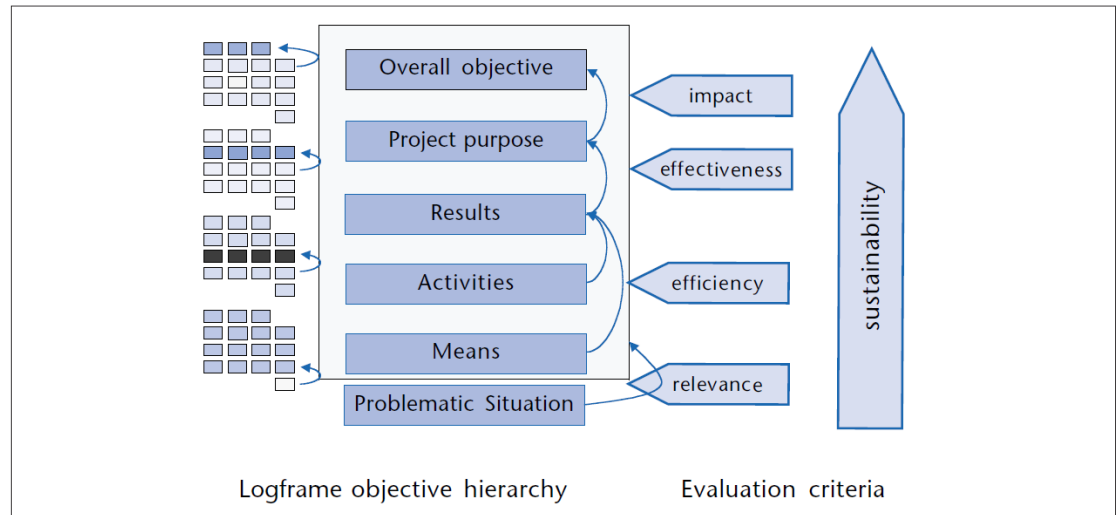


Figure 4: Link between evaluation criteria and the Logframe (EuropeAID 2004, 49)

The evaluation criteria follow the intervention logic in logframe and this way provide the linear evaluation model for project assessment.

2.4 Other factors influencing on project impacts

In addition to EC evaluation criteria, LdV programme has got its own additional criteria. According to LdV programme, the strong recommendation is to assess at least some of these following criteria before, during or after the project. These are: *Innovation*, whether project's products, processes or target groups are genuinely new / innovative, *transnationality*, the success of transnational working and the effectiveness of partners' contributions, *partnership*, the overall management and administration of partnership working, *validity*, whether some of the needs described in project plan justification part have been met, *dissemination*, whether project has reached a wide audience and *valorisation*, whether project has achieved multiplier effects through mainstreaming activity (ECOTEC 2002, 8). In the following some of these concepts are explained more in detail.

2.4.1 Dissemination

Project dissemination activities are related to making the results or products visible to others, especially to the end-users who are to apply or implement its' use.

Dissemination means delivering the information of all the key activities and main results associated with the project that are available to all parties interested. It is about promoting and making aware of the project results. It is important that dissemination happens through the project life-cycle, so that each phase has its own dissemination activities and made available at end (C.E.N.T.E.R. 2009, 10; European Commission Directorate 2006, 3-4). As an example, in the figure 6 (p.27), the dissemination activities should include all activities that are inside the project circle.

European commission has defined the dissemination as following:

“A planned process of providing information on the quality, relevance and effectiveness of the results of programmes and initiatives to key actors. It occurs as and when the results of the programmes and initiatives become available.”
(C.E.N.T.E.R. 2009, 10).

For a project personnel it may be difficult to understand, what the above definition means in practice as each project is different. Every project has different stages, which can be divided into three general phases. These are initial, development and concluding phase as described in table 5. Similarly the disseminations can be divided into three general phases.

Table 5: Different dissemination phases of the project (C.E.N.T.E.R 2009, 11)

Initial Phase	Development phase	Concluding phase
Dissemination for Awareness	Dissemination for Understanding	Dissemination for Action

There are various dissemination activities available and it is basically up to the project team to decide, which activities should be used. Some of the most common activities are: advertisements, brochures, visual media like: DVD, Bluray, USB, email groups, flyers, posters, thematic workshops, conferences, events, internet, project website, conference publications, newsletters, pilot testings (OECD 2003, 3; Aidlearn 2011, 35).

Dissemination is vital for the project. It should start as soon as possible even though the final or desired results follow later. Often the internal dissemination is forgotten, which means spreading the results within the organization. Partnerships should have a common understanding about the project and agree on its main strategic activities. It is imperative to involve all project partners into dissemination activities and defining dissemination strategy (Aidlearn 2011; Suurla et al. 1999, 23-24).

2.4.2 Exploitation

Exploitation is associated with the use of the results at different levels, during and after the implementation of the project. It is related with the necessary action that bring visibility to the project in order to involve the target groups, stakeholders and transfer the results / products into their professionals' scope (Aidlearn 2011, 6).

Exploitation is about convincing the key parties to use the main results of the project. This is why exploitation is closely associated with the sustainability of the project after the project has ended (Aidlearn 2011, 6; EC LLP Guide, 57).

Exploitation is divided in two distinct categories: *mainstreaming* and *multiplication*. Mainstreaming means convincing the decision makers by introducing and transferring the project results and initiatives to them. Multiplication is about exploiting the results to individual end-users to adopt the results into use. The usage may vary from local to, regional to European level (Aidlearn 2011, 36; C.E.N.T.E.R. 2009, 40 -41; EC LLP Guide 2012, 57).

2.4.3 Valorisation

Valorisation is a term that includes dissemination and exploitation. Aiming to make the project results or product more valuable to everybody. This means that different stakeholders can really use the results. It is the sum of both dissemination and exploitation activities. The objective of valorisation is to constantly promote the project and its results for others to adapt for use and this way improve the content of the results. Valorisation therefore may take place in very different settings, contexts and environments in formally or informally, collectively or individually (Aidlearn 2011, 6).

“Valorisation has a good return enhancement on public and private investments in the area of training and education as well as innovation in training and educational systems” (Aidlearn 2011, 6.)

Planning valorisation should start from the project’s design stage, targeting the potential beneficiaries and who ultimately will exploit the results. Therefore it should be planned in a way that the project resources that generate results can be used and exploited on as large scale as possible, benefiting individuals as well as organisations (Aidlearn 2011, 6).

2.4.4 Sustainability

After the project ends, the capacity of the project to continue its existence is defined as sustainability. Sustainability is closely linked with valorization where similarly the continuous use and exploitation of results are in main focus. Generally the project can be called sustainable if the project results continue after the project ends. It is important to notice that sustainability may not concern all aspects of the project but only some. Some results are worth maintaining after the project and other not, here comes the difficulty for the project planners to choose which aspects of the project are the most important ones to maintain (Aidlearn 2011, 6).

2.5 Formative and summative evaluation

Project evaluation can be targeted on the whole project cycle or partially towards different steps of the project. Depended on the purpose of the evaluation and different stages where the development activities happen, the evaluation research is often divided into formative and summative evaluation.

In figure 5, the project evaluation cycle is described and the difference of formative and evaluation phases are shown.



Figure 5: The Project evaluation cycle (Source: Project evaluation cycle adapted from TORQAID Project Management Cycle, 2014)

As it can be seen from the figure 5, the formative evaluation is about phasial assessing, which is carried out along side the process. The focus is on assessment of the successfulness of implementation, which are described as learning and continual improvement cycles of projects and programmes (Anttila 2007, 84; TORQAID 2014). According to Robson (2002, 81) the aim of the formative evaluation is the operational development assessment so that it will ultimately help the project to reach the project objectives. The main focus is often on the

actual interventions of the projects. Formative evaluation is used to understand the learning process and the development of interventions of the project (Anttila 2007, 84; OECD 1999, 12; Robson 2002, 80). The Logframe model suits to formative evaluation approach very well, where it can act as a steering tool for the project to reach the overall objectives phase-by-phase.

Summative evaluation, also referred as ex post evaluation, studies the overall results of the project. It focuses on the effects, effectiveness and value after development process or interventions, aiming to answer what project results were accomplished and how successful the implementation phases were. Assessing can be also targeted on indirect impacts of the implementation. Summative evaluation have received critique that the approach is unable to show the reasons behind certain observed results (Anttila 2007, 80-84; Robson 2002, 81; Vartiainen 2001, 21, Eikrem 2014, 22). According to Robson (2002, 81) it is important to keep in mind that in real life it is difficult to find sole summative or formative evaluation approach, for instance the summative evaluation have aspects of formative evaluation when conclusions are made about future development of similar projects or interventions. Also the chosen evaluation methods may require a mixing of the two evaluation approaches.

3 RESEARCH CONTEXT AND METHODOLOGY

Under this topic ADAPTYKES project will be introduced as the research context and how the project was carried out. The objectives of the thesis, research questions, and the scope are also explained followed by description of the research methodology and data collection. The explanation of research process will conclude this topic.

3.1 ADAPTYKES project description

The basic idea of the ADAPTYKES-project was to analyse the adaptability of the Finnish workplace development model and methods in Hungary and Romania, and develop long and short term training courses for the local SME managers in these two receiving countries.

The ADAPTYKES project analyses the adaptability of the Finnish workplace development model and methods in Hungary and Romania, and has developed training courses for the local SME managers in Hungary and Romania. The background for the project takes experiences from the Finnish workplace development programme (TYKES Programme). The TYKES Programme aimed at promoting performance and the quality of working life by furthering innovation-supporting modes of operation and employee skills at the Finnish workplace (Kotonen et. al. 2013, 1234).

Consortium of the ADAPTYKES project came from Hungary, Romania, Belgium and Finland. Three partners represented the higher-education institutions as Budapest Business School, University of Babes-Bolyai and Lahti University of Applied Sciences were responsible of the main work packages (WPs). The Budapest Business School was the co-ordinating partner for the project.

In addition the project had two non-governmental organizations (NGOs) as core partners, which were Budapest Chamber of Commerce and Industry from Hungary and Employers and Craftmens association from Cluj-Napoca, Romania. Their role was to act as bridges between higher education institutions and local SMEs.

Quality control of the project was managed by the New Mind S.A. from Belgium. New Mind did not have any role on the project activities or results, which the project produced, but gave valuable feedback for project partners, based on the delivered outputs.

3.1.1 Objectives of the ADAPTYKES project

The general objectives of the ADAPTYKES project were to spread around the good practices of the Finnish social innovation of SMEs in the receiver countries. Adaptation and local re-design were essential part of the work programme. A joint objective was the adaptation of the varied training forms and methods developed by the Finnish partner to the local circumstances of Hungarian and Romanian partners.

Long term objective was to facilitate longer engagement of the elderly in the workplace making this option more attractive with the social and organizational innovations. As in Finland, as well as in Hungary and Romania the shortage of manpower in the SMEs could be lessened. Another long term objective was to propose re-designed national TYKES programmes for the Hungarian and Romanian governments.

The concrete objective of the project was to develop SME-related curricula of the innovation receivers by adapting Lahti UAS vocational education teaching materials in the field of sustainable workplace development. This objective was reached by introducing two training modules as pilot trainings to Hungarian and Romanian SMEs, which were successfully carried out in both countries. In addition one extra training module was developed together but implementation of the training was not able to be carried out during the project's lifetime.

In the figure 6, the scope of the ADAPTYKES project is described through Silverberg's project concept.

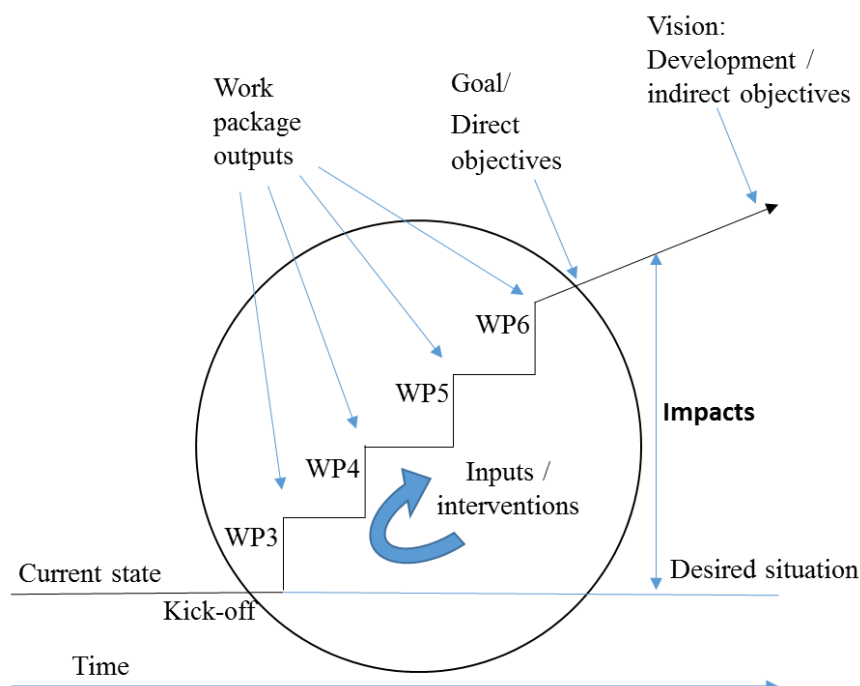


Figure 6: Scope of the ADAPTYKES project (Silfverberg (2004); Savonen (2013) (Modified by Kuusisto)

The figure 6 shows the starting point of the project as a current state and presents the kick-off and WPs step-by-step through interventions of the project. The circle represents the actual scope of the project where the direct objectives are the aimed results of the project. Indirect objectives or overall objectives are drawn as a future arrow. The more detailed implementation process of the project is described in the following sub-chapter.

3.1.2 Implementation of the ADAPTYKES project; activities, outputs and results

The ADAPTYKES project started with a kick off meeting and its activities began by carrying out a survey about development needs of Hungarian and Romanian SMEs, where it was discovered among other things that the co-operation between SMEs and universities seemed to be quite weak (Kotonen et al. 2013, 1238).

Developing and strengthening this co-operation could be one of the keys to foster innovation capability. From teacher training point of view, the project focused on developing teachers' training, coaching and facilitating competencies at Budapest

Business School (BBS) and Babes-Bolyai University (BBU). Internalising and combining these roles means growing to be a future-oriented developer, capable of innovative co-operation with SMEs (Kotonen et al. 2013, 1237 & Kotonen et al. 2014, 695).

The training programme of Hungarian and Romanian future leader trainers consisted of three types of elements: 1) study visits of the Hungarian and Romanian future leader trainers in two sessions at Lahti UAS, 2) the BBS and BBU trainers' (coaches) training by the Lahti UAS professionals in Hungary and Romania, and 3) the completion of a special coach guide, which was available at the e-learning environment (Kotonen et al. 2013, & Kotonen et al. 2014, 696).

The study visits included introduction to the Finnish workplace development programme and to the advanced work-oriented teaching methods used in the Master's degree programmes and workplace development projects at Lahti UAS. During the first study visit ADAPTYKES project participants and the Finnish adult master's students who act as company developers themselves as part of their studies, identified competences and tasks of a developer. A developer's competence map was compiled to deepen the understanding about what is expected from future leader trainers while co-operating with SMEs (Kotonen et al. 2013, & Kotonen et al. 2014, 697).

The design of the trainers' training programme was based on the experiences of study visits, survey results, developer's competence map and a general problem-solving process. As a result of the teacher training phase, a coach guide summarized the different pedagogical and methodological backgrounds as well as methods and best practices used in the project in written form (Kotonen et al. 2013, & Kotonen et al. 2014, 697).

The trainers' training programme consisted of three issues: current state analysis, future state set-up and development activities. The methods and tools introduced and adopted were the same as used in the TYKES funded workplace development projects in Finnish companies. Carrying out the training consisted of both two days' face-to-face trainings in Hungary and Romania. The possibility to receive guidance by the Finnish project team by online tutoring activities was built in. In

e-learning environment there were also discussion areas for trainers to support learning in social groups and a feedback area for companies (Kotonen et al. 2013, & Kotonen et al. 2014, 697- 698).

As a result of the teacher training phase, all materials were compiled as a coach guide in the LUAS e-learning environment. The coach guide summarised the different pedagogical and methodological backgrounds, as well as methods and best practices used in the project in written form. It also contained extra materials about project management issues (Kotonen et al. 2014, 698).

The Adaptykes project was divided into seven WPs, which objectives, activities and outputs are briefly described in the table 6.

Table 6: Objectives, activities and outputs of the ADAPTYKES project

WORK PACKAGES	OBJECTIVES & ACTIVITIES	OUTPUTS
WP1 Project management	Aimed to ensure effective management and a work method for the project activities	Meeting minutes Financial statements and reports
WP2 Quality management	Aimed to ensure efficiency of the management and implementation and high quality of the deliverables	Quality plan Feedback reports to WP outputs
WP3 Investigative analysis of the transferability	Aimed to investigate and analyze the similarities and differences between work organization models, knowledge use patterns and innovative activities of SMEs in the participating countries	Analysis of the SMEs development needs National reports Comparative analysis based on national reports.
WP4 Training – Coaching methodology transfer	Aimed to transfer the training methodology from Finland to Hungary and Romania through study visits, training of trainers' sessions and Special Coach Guide	Study Visits in Lahti Trainer's training programme and training days in Romania and Hungary Special Coach Guide at e-learning environment
WP5 Coaching content transfer	Aimed to transfer the contents of the Lahti UAS short and long term trainings, which were built based on the TYKES-programme experiences.	Modules 1, 2, 3 1 Process and Project management 2 Strategic Knowledge and Competence management 3 Human innovation and workplace wellbeing. e-learning environments
WP6 Pilot training and evaluation	Aimed to exploit and evaluate the pilot courses, produce evidence for the national decision makers on the adaptability of the successful Finnish TYKES programme	Carrying out the pilot trainings and collecting feedback from the trainings.
WP7 Dissemination	Aimed to re-design the contents and methods of the Finnish teaching materials. Accreditation of the courses in beneficiary countries.	Conference publications Project's final publication Website Accreditation procedure for pilot courses in Hungary only.

The main work packages were numbers 3, 4, 5 and 6, which consisted activities that affected the outputs and produced the main results of the project. The results

followed the intervention logic, which were seen as the immediate effects for its receivers and were reflecting to the general and concrete objectives of the project.

3.1.3 Main results of the ADAPTYKES project

The main results of the WPs were the following. From the work package three (WP3), a comparative study of the national reports was formed, which provided deeper information of the training needs of the Romanian and Hungarian SMEs. Also a comparison of the case company reports were compiled to gain concrete examples of what kind of problems the companies have to face, when implementing workplace innovations.

The work package four (WP4) carried out the trainers training days, which increased the capacities of Romanian and Hungarian university personnel to act as facilitators, coaches and trainers at the local SMEs. The project produced a special coach guide for the trainers to help to study more in detail about the system applied in Finland.

In the work package five (WP5) the content transfer of the Finnish training programme into Hungarian and Romanian purposes took place. The project managed to transfer short-term training courses from Lahti UAS for the adaptation of BBS and BBU. Also the e-learning environment was established to support the transfer of materials.

At the final phase of the project, in work package six (WP6), the pilot trainings of the short term training modules were offered to 10 SMEs in Hungary and in Romania.

3.2 Objectives, questions and scope

According to Toikko and Rantalainen (2009, 60) the objectives of the development work should be as clear as possible, because everything wanted cannot be accomplished.

The objective of this thesis is to study impacts and effectiveness of multicultural innovation transfer project in a previously described context, where the project was funded by the European Commission's Leonardo DaVinci Programme. The aim of the research is to make a comparative analysis of the project results and lessons learned in relation to the original project plan, where the results' relation to objectives would reveal the effectiveness of the project. Additional objective is to use the research results and findings to develop an internal evaluation model, or suggestions for multicultural projects to ensure their effectiveness in the future at Lahti UAS.

Research questions are following

Main question is:

How could impacts and effectiveness of multicultural educational projects be ensured?

This will be answered through sub-questions:

How have ADAPTYKES project impacts contributed to the objectives of the project?

What are the factors influencing on effectiveness of multicultural educational projects?

How could realistic evaluation method enhance the impacts of multicultural educational projects?

The study focuses on evaluating the three main WPs of the project. As this study presents project evaluation methods in general level, which can be applied to various contexts, the focus in this thesis will be on multicultural educational development project, also referred as Leonardo project.

This thesis will evaluate the effectiveness and impacts of the ADAPTYKES project by using intervention logic. The scope of the thesis is to make an evaluation of the case project's results and outcomes with regard to WPs 3, 4 and 5 deliveries, where Lahti UAS had a key role.

WPs 1, 2, 6 and 7 were not included into the evaluation. However WP 7, dissemination activities were reflected to the objectives to find support for the impacts of the ADAPTYKES project.

As the timing of the evaluation can vary from the pre- to after-evaluation as well as to a real-time evaluation, it is necessary to limit this study to *a summative evaluation* or *ex-post evaluation*, which evaluates the project outcomes at the end of the project. Summative evaluation is more outcome-focused than process focused.

Furthermore the financial aspect of the project has not been evaluated. Even though the finances are important part of the EU's project evaluation criteria, the focus is kept on educational perspective and how well the project managed to transfer the knowledge from Finland to Hungary and Romania.

As the author of this thesis has been a project manager for the Finnish project partner, the issues concerning people management are not included into evaluation either. Some necessary issues have been mentioned for informative reasons in order to help the reader to understand the big picture.

Theoretical framework of the study is based on the evaluation theories and concepts, which are closely related with project evaluation. As the case project was funded by the European commission, the theory part consisted European Commission's principles and criteria for evaluation.

3.3 Research strategy and methodology

This research is a qualitative research, where the theoretical framework of evaluation theories and concepts is followed by the empirical part. Link between theory and empiria is formed through content analysis, which is further applied from intervention logic and logical framework approach.

When choosing the research approach, Kananen (2012, 118) states, that there should always be a research problem where the most suitable approach is chosen.

There are two typical research approaches which are opposite– inductive and deductive. Deductive approach builds the research on the basis of existing theory and it aims to test the theory in a new environment. The researcher then concludes the analysis whether the findings are supporting the theory or not (Anttila 2007, 61). In contrast, inductive approach builds the theory on the basis of the analysis, where it lets the empirical data lead to the conclusions which is further developed towards theoretical frameworks.

Inductive approach starts with the observations and theories are formulated towards the end of the research and as a result of observations (Tuomi 2007, 107). Inductive research “involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses” (Bernard 2011, 7). In other words, in the beginning of the research, no theories are applied in inductive studies and the researcher is free to modify the direction for the study after the research process is commenced.

The differences of these three approaches are described in figure 7.

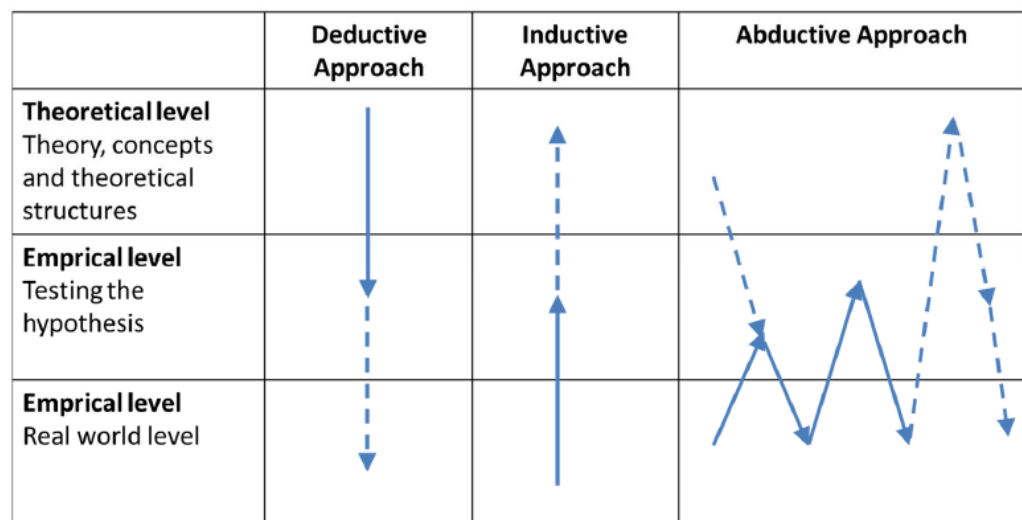


Figure 7: Different research approaches (Anttila 2007, 62)

Anttila (2007, 61-63) and Tuomi (2007, 109) argues that neither inductive nor deductive approach is suitable for research, where analysis is supported by the theory. In between these two approaches is an abductive approach, where theory supports the analysis. The abductive approach is built on the existing theories, but

more as guiding principle to find something new, rather than verifying the existing theory through the research like in deductive research. Abductive approach is demonstrated in figure 7.

In spite of Anttila's valid argument, inductive approach was chosen because the research was conducted at the last phase of the project by using two research methods. Abductive research would have required using multiple methods as well as longer period of time to be able to test the hypotheses in between empirical and theoretical levels.

The methods used in this thesis were content analysis and observation. The review of documents and other recordings is called a *content analysis*. Analysis basically means reading and reviewing the content carefully or reflecting the content with studied context. Also content categorization is common to themes or to topics. Reviewed documents can be collected from memos, meeting minutes, policy documents, case histories, articles, books, diaries, websites, emails etc. (Saaranen–Kauppinen & Puusniekka 2006; Ojasalo, Moilanen, Ritalahti 2014, 43, 136).

Purpose of the content analysis is to use systematic categorizing approach, to explore large amounts of existing textual information in order to ascertain the trends and patterns of words used, their frequency, relationships, structures, contexts and discourses of communication (Anttila 2007; Grbich 2013, 189; Metodix 2014; Ojasalo, Moilanen, Ritalahti 2014, 136-137). Before analysing the data it should be defined, if analysis is done on manifest content or also latent content, which means that hidden messages are also analysed (Ojasalo, Moilanen & Ritalahti 2014, 137).

Data-driven content analysis aims to clarify and compress large amounts of data into a simplified or abstracted form when it will be easier to analyse. Similar features have the ethnographic content analysis (ECA), which refer to a data analysing method where documents are retrieved based on their significance and meaning in context. The emphasis is on, contexts, description, explanatory meanings, patterns, and processes (Grbich 2013, 189; Ojasalo, Moilanen, Ritalahti 2014, 139-140).

Ethnographic analysis is often used when the researcher is a part of the studied environment. The method is used to locate relevant documents, identify the units to be analysed and interpret meaning with content and culture.

According to Saaranen –Pauppinen & Puusniekka (2006), it is imperative that the content analysis is connected to the research questions. Ojasalo, Moilanen & Ritalahti (2014, 43) suggest that critical approach should be maintained when analysing documents, aiming to recognize the purpose produced the documents and by whom.

Therefore the analysis in this thesis was done so that the research questions gave the guidelines for the analysed content. This was followed through the intervention logic which was described in section 2.2.

Intervention logic is able to give an overall picture of the impacts and effectiveness of the project. However, the author had an assumption that there were no absolute solutions to give “the correct” answers to research questions but more or less generate development ideas and models to be able plan better projects in the future. This was because the author made assumption that there was a great possibility of not being able to evaluate non-observable outputs such as learning outcomes of the receiving countries.

In order to assess results and outcomes, the implementation or intervention phase needed to be monitored. This was done by assessing the inputs, interventions and especially the outputs of the selected work packages and forming a Logical Framework Matrix based on the gathered data. Further more, to have an objective view on evaluation, the interventions were evaluated through the New Mind’s interventions such as feedback reports whenever available.

Observation is a method which allows the researcher to verify the information people say they do by observation. There are non-participative and participative observation approaches, which are further divided into structured and unstructured ones (Saaranen-Kauppinen & Puusniekka, 2006; Hirsjärvi et al 2008, 209, 211).

This thesis the form of observation was participative, where the author was an active member of the project team and has made observation through participation.

The benefit of this is that the author is very aware of the project objectives, implementation part and results. Also the other participants have become well known for the author. The weakness however is, that author has influenced the content actively, which according to good research ethics should not be allowed. Therefore observation as method is considered as a secondary or supportive method for the author to form a consensus with the evaluation work.

3.4 Data collection

When collecting qualitative data for analysis, three perspectives need to be in place. Context of the collected data has to be carefully described in order to analyse the data properly. Also the intention or meaning of the analysed data has to be clarified as well as the process where the phenomenon is taking place (in Metodix 2014, Anttila 1998).

According to Eskola & Suoranta (in KvaliMOT, 1998, 65) it is also important to scope the qualitative data based on the theoretical framework.

In this thesis the data was mainly collected from the ADAPTYKES project's Hungarian electronic database, called Coospace. Also the author has kept own electronic datafiling for Lahti UAS server where project documents and reports are stored. Besides the original project plan, the data selection contained all documents and documented activities, which were related to three evaluated work packages.

An important element of the data collection was the authors own observations during the project. In practice, the observation was unstructured. The author used his personal experiences and knowhow for the benefit of the evaluation work. In order to have an objective view on evaluation, the presented views should be supported by documented materials of the project and be written by someone else on whom the researcher had no direct influence.

The aim of the analysis was to find out how the project outputs, outcomes and results matched with the objectives that were originally written into the project

proposal. The activities or interventions were measured based on what really were reportedly done and how. What results the interventions had actually caused.

Also the analysis of the dissemination plan, exploitation plan and sustainability plan was done, where the project activities of the evaluated work packages were compared to these plans.

The main documents used for evaluation were: ADAPTYKES project plan, the meeting minutes from the project meetings and study visits, interventions from the quality people, documented outputs from WP3, WP4 and WP5. 8-field SWOT analysis, National reports of the survey results of the SMEs and the feedback documents to these reports, Case-company descriptions from Romania, Hungary and Finland, Trainer's training programme and the outline of the training materials, participant lists of the meetings, feedback notes from the trainer's trainings, conference publications, adapted training module contents, email conversations between the project partners and author's own notes of the project.

Table 7 describes the main objectives, inputs, activities and outputs of WPs 3, 4, and 5. The quality people's interventions are marked as Q, when the activities had received any interventions from the quality persons.

Table 7: Data summary of the ADAPTYKES WPs 3, 4 and 5.

Work Package	Objective (According to project plan)	Inputs (According to project plan)	Activities (Documented interventions) Q = documents included interventions by the quality people	Outputs (Documentation related to results)
WP3 Investigative analysis	To understand the differences of work organization models. Investigate training needs of the Hungarian and Romanian SMEs	Comparative country analysis of work organization models	8-field SWOT analysis Organising surveys of training needs in HU & RO (Q) Meeting minutes of the study visits 1 and 2 to Lahti UAS (Q) National reports and Comparative analysis (Q) Case-company reports (Q)	8-field SWOT analysis report Survey results of the SMEs training needs & national reports Comparative analysis of the national reports & case-company descriptions Conference publication
WP4 Trainer's Training	Transferring and adaptation of the coaching methodology and best practises from Finland to Hungary and Romania through study visits, training of trainers' sessions and Special Coach Guide.	Planning of the Trainer's training programme Special Coach Guide	Inquiry of trainers competence self-evaluation Formation of the trainer's training programme (Q) Knowledge transfer of TYKES experiences (Q) Feedbacks from the trainings (Q) Meeting minutes from the trainers' trainings (Q)	Trainer's training programme materials Special coach guide Conference publications
WP5 Content transfer	Translation of the selected materials of the Finnish training programmes to Hungarian and Romanian. to create three training modules: 1 Process and project management 2 Strategic knowledge and Competence management 3 Workplace human innovation and development. to create an E-learning platform	Translating modules 1 and 2 into Hungarian and Romanian language. Module 3 by HU; RO AND FI E-learning platform	Translated LUAS materials to HU & RO Creation of module 3 and translating it to English Creation of E-learning platform for to support the content transfer	Three adapted pilot training modules with various methods and tools to be applied. E-learning platform

In addition to previously described data of the workpackages, the ADAPTYKES project plan included other relevant statement. These were the dissemination, exploitation and sustainability plans of the project. These plans describe how the spreading of the project results were planned to be implemented during and after the project lifetime. All three plans were relevant data for the evaluation as they have a direct influence on the project's effectiveness.

Dissemination plan said: *“The contents and methods of the Finnish teaching materials based upon the TYKES programme will be re-designed by the research group for the national conditions of the beneficiary countries. More refinements will be needed for the adaptation to local SMEs. The results of these adaptation activities will be disseminated through the scientific channels of the research group: publications (at least two major publications in specialised periodicals), presentations at workshops with press conference (at least at the project meetings to be organised) in the receiving countries. The results of these activities are aimed at political decision makers, higher education institutions' leaders, SME directors, adult learners, etc. Trainings will be made available for education institutions, vocational or not. These results will be exposed on the websites of the participating institutions and in the project's newsletter/publication. The student associations of the target education institutions will be informed and sensibilised”* (ADAPTYKES Project plan 2012).

To convince the stakeholders of the project results, the exploitation plan of the ADAPTYKES project stated: *“Short term exploitation of the results will be realised by the pilot courses (representatives of 10 SMEs in HU and RO). This will have an important marketing effect and on the basis of the feedbacks a final modification can be done. This lays the basis of the larger exploitation in the form of massive training activities after the project lifetime (50 SMEs in each country per year) - a key element for self-sustainability. Target education institutions will be involved also through their student association. These associations are expected to set up centres of entrepreneurship taking care of the organisation of the trainings in cooperation with the local consortium partner”* (ADAPTYKES Project plan 2012).

Finally the sustainability plan of the project described how the project results will continue after the project lifetime as: *“Dissemination and exploitation measures contribute to long term sustainability. The trainings will be on the list of the non-degree delivering vocational courses of the partners. Their accreditation in the national vocational qualification systems will also help sustainability. After the project’s lifetime the pilot courses will be fine-tuned and commercialised towards business incubators. The trainings will be on the list of offers of the Virtual Campus for SMEs by BBS helping national sustainability. The consortium intends to produce evidence for the national decision makers on the adaptability of the successful Finnish TYKES programme. This may give birth to national TYKES programmes”* (ADAPTYKES Project plan 2012).

3.5 Research process

The research process started by formulating the evaluation. The evaluation needs rose from the needs to study the lessons learned from the ADAPTYKES project. Did the project really achieve its objectives? How the intervention logic could be used in this kind of summative evaluation. The evaluation was needed in order to help planning the future projects and bring the learning points from this project to wider audience.

The evaluation criteria were according to selected EC evaluation criteria: Efficiency, Effectiveness, Impact, and Sustainability. Relevance was not included into evaluation as it deals with the needs’ and objectives relation, which should have been evaluated in the beginning of the project. Also the following Leonardo evaluation criteria were given attention: innovation, transnationality, dissemination and valorization. It was important to pay attention to Leonardo evaluation criteria because these criteria would most likely be evaluated from the external evaluations appointed by the European Commission. It would provide opportunity to reflect the external evaluation in the future with this report.

Research process was carried through according to the figure 8.

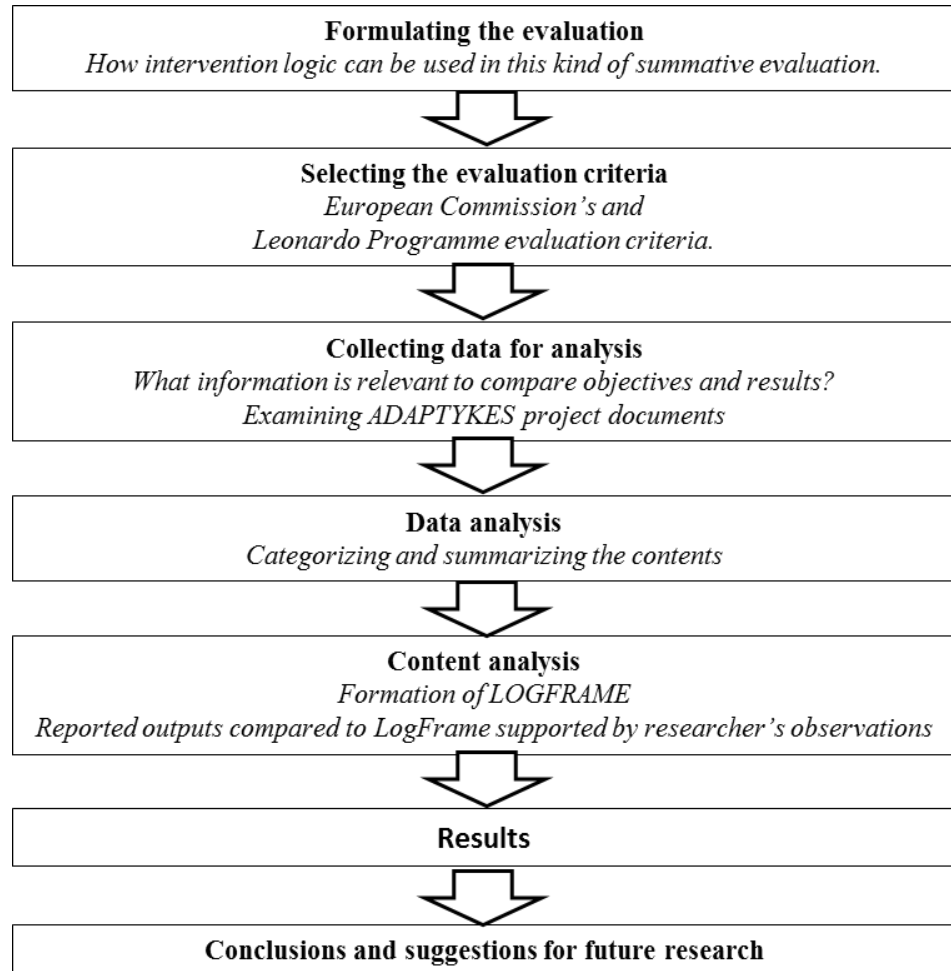


Figure 8: Research process of the thesis

When selecting relevant documents the aim was to analyse the documents, based on the contents using intervention logic. Author was aware that the LogFrame is usually planned and formed in the beginning of the project and used for analysing the project overall objectives. Even thus the project was in its final phase, from the evaluation perspective it was necessary to form a consensus of the overall objectives of the project based on the project documents and LogFrame served this purpose well. Logframe also reflected on how the implementations phase was planned and what results were originally expected to come out from the activities.

The main source forming LFM was the project plan where the implementation plan of the projects is described and objectives set. In addition, other relevant documents were analyses to verify the content of the matrix. It must be noticed

that the analysis part of the Logical Framework Approach (LFA) was not done when forming the LFM, as the analyses suits for the preparatory part of project planning and would require all participant involvement. However in ADAPTYKES project, neither LFA nor realistic evaluation approach was used during the project planning or implementation.

After completion of the Logframe, documented outputs were analysed based on the EC evaluation criteria to see how they served the purpose and objectives of the project. The main focus was, as previously mentioned on WPs 3, 4 and 5. The outputs were also compared to LogFrame to see how the intervention logic was followed.

Results of the evaluation are described in the following chapter as well as the summary of main findings.

4 RESULTS AND ANALYSIS

Under this topic the research analysis and results are presented. At first the LogFrame of the ADAPTYKES project is described. After the description of the LogFrame the efficiency and effectiveness analysis of the project is given by presenting the inputs' and activities' role in reaching the objectives. Also the project results are compared to direct objectives as well as outputs are compared to general objectives of the project. Topic also presents how the sustainability of the project is seen and the author's own observations. At last part of the topic, lessons learned from the case project are described and the main results are briefly summarized.

4.1 LogFrame description of the ADAPTYKES project.

The ADAPTYKES project evaluation has relied on project's evaluator partner's feedbacks about risk and contingency plans as well as about some critical success factors which were measured annually. The evaluation has been systematic but it has not taken the overall objectives of the project into account directly but focused more on work package outcomes. Also the interventions made by quality people did not indicate guidance for activities between work packages. Their feedback and suggestions were general and based on reported activities or just made sure the project schedule met with the deadlines. The only exception was the trainers' training programme, where the suggestions towards the content were made.

In the appendix 1 the Logical Framework Matrix of ADAPTYKES project is described in one A4 sheet. LogFrame description of the ADAPTYKES project is also explained in the text below. The text follows intervention logic and therefore the appendix 1 is recommended to keep aside to obtain better understanding of the LogFrame. The below description of ADAPTYKES LogFrame is written according to the filling order as described in table 2. Below LogFrame does not include the needs, the verifiable indicators for activities nor sources of verification of the activities as these are usually not included or are optional in LogFrame. The below Logframe shows clearly the activities and outputs relation towards the overall objectives. It also describes how the activities and outputs are verifiable as

well as what preconditions should take place to reach the best possible results and impacts in long term.

To begin with any project the starting point is the recognition of the needs. In ADAPTYKES project it was to improve and enhance the innovation capability of Hungarian and Romanian SMEs through co-operation with Higher Educational Institutions (HEIs). Also the recognition of Finnish TYKES programme results were acknowledged and considered as potential solution for the problem.

Project objectives:

The overall objective is the development of *Higher Education Institutions'* (HEIs) pedagogy and *curriculums* and *the development of wellbeing of SMEs employees*. Long term objectives aim to receive a *national adult education accreditation* for the training programmes as well as have an effect on the *creation of TEKES like funding institution* to Hungary and Romania.

Project purpose:

Practical purpose of the project is to *increase the co-operation of* Hungarian and Romanian *HEIs and SMEs*. This kind of co-operation is very limited at the moment. As a result of the co-operation *the wellbeing of employees* is increased through the trainings provided by the HEIs with help of non-HEI / non-VET partners.

Project outputs / results:

Formation of trainer's training programme, as well as short and long term pilot courses and e-learning platform are the main results of the project.

Project activities:

First step is to make an investigative analysis of the training needs of the SMEs in Hungary and Romania. Based on this analysis the future trainings should be developed. Project participants should understand the trainer's training programme and how it will be carried out. Also understanding the purpose of content transfer,

containing the Lahti UAS training modules and special coach guide as well as development of e-learning environment should be agreed and implemented.

Assumptions to have successful project results:

In order to provide good results the project participants need a *mutual understanding of the training needs, training module contents and pedagogical approaches*. Also the Finnish training courses, experiences and pedagogical approaches must be available.

Hungarian and Romanian partners must be *willing to adapt Finnish experiences* for the own environments.

Assumptions that needs to happen to fulfil the project purpose:

There are three issues that are considered as success factors for fulfilling the project's purpose. These are: Hungarian and Romanian partners' *willingness to co-operate* with SMEs, participation of *regional chambers* and *online support* from the Finnish partner.

Assumptions to reach the project objectives:

Project partners ability to build *trust* between HEIs and SMEs. Employment authorities' sensibility to launch national *TYKES like programme* to support the innovation activities of SMEs and enrich the co-operation with HEIs or Vocational Educational and Training (VET) and SMEs.

Verifiable indicators of the objectives:

Passing on the training to other HEI and VET institutions across the beneficiary nations is one key indicator reaching the overall objectives. *Number of publications* in professional periodicals will act as indicator of sustainability of the project. In the end the number of *concrete social innovations* in the workplaces will indicate the true long term results of the project.

Sources of Verification of the objectives:

Amount of adapted curriculums of other VET institutions as well as accreditations of these trainings can act verifying marks. Number of publications published by the HEIs in national or international journals is another verification method. And as mentioned the amount of new innovations introduced by the SMEs.

Verifiable indicators of the Project Purpose:

Verifiable indicators in this case are seen as *qualitative*. These mean the *readiness of the teachers* to participate in workplace development trainings and their satisfaction of using the re-designed Finnish training methods.

Sources of Verification of the Project Purpose:

To verify the purpose, *feedback questionnaires* to teachers and SME managers should be arranged. Number of *employees participating to trainings*. Systematic *development of HEI curriculums* and pedagogical approaches.

Verifiable indicators of the outputs / results:

Number of *trained teacher-trainers* as a results of trainer's training programme. A number of *re-designed training modules* and *adapted training methods* as a results of content transfer.

Sources of Verification:

Number of trained teacher-trainers, number of pilot training modules and accessible e-learning platform are considered as verifiable indicators for successful results.

The evaluation of the ADAPTYKES project is described in the following, where the LFM was kept as guideline for evaluation through intervention logic.

4.2 Inputs' and activities' role in reaching the objectives

Although this thesis has a focus on summative evaluation, some elements of formative evaluations should be kept in mind. Therefore the influence of the

project organization and its inputs and activities to results should be discussed. As described in above Logframe or appendix 1, the activities' role for the project to reach the objectives have been vital.

Investigative analysis of the training needs was conducted by each partner. Also the case company descriptions were finalized by all parties. It was noted that the case companies were very different from each other, in size and field of industry. During the partner meetings, questions rose among participants on how comparable these companies were against each other, and should there be a mutual understanding of the field of industry, sector and size? This issue was also discussed at Budapest Business School's seminar arranged on November 2013 where the case-company descriptions were presented.

One of the main questions from the evaluation point of view was the question: *how well the project partners understood the objectives of the project?* This was not measured at any point of the project and was very difficult to be assessed just based on the documented activities. The Study Visit 2, documents and photographs prove how this issue was intensively discussed in September 2013. As in general, the quality of the outputs were quite different between participants, which supported the view that the objectives were not clear. As an example, when the TYKES survey to SMEs was translated into Hungarian and Romanian language, the Romanian partners had language errors in the translation, therefore the survey results may not have been as accurate and comparable to Hungarian ones or with the Finnish TYKES survey.

Another issue that rose up from the documents was the trainer's trainings held in Romania and Hungary. The content of the trainings were the same in both countries and the documented feedback from both of the trainings were positive. However large number of university staff members who participated into the trainings were not responsible for implementation of the pilot trainings, which were carried out in WP7. Also based on the study visit meeting minutes, the people who participated into study visits and the people who were present at the trainer's training sessions were partly different or could not participate into trainings fulltime. This naturally have affects on the project outcomes and

reaching the objectives of the project. This fact was also noticed by the quality people.

4.3 Project results compared to project's direct objectives

Project delivered an 8-field SWOT - analysis during the first phase of the project. Main responsibility of compiling the SWOT – analysis was on Finnish partner, who presented it to the consortium participants during the first study visit. The critical success factors (see appendix 2) reflect the specific objectives of the project well.

The concrete objective of the project was to develop SME-related curricula of the innovation receivers by adapting Lahti UAS teaching materials in the field of sustainable workplace development. This was reached by first conducting a survey of the training needs of the SME, which was followed by the trainers' training programme and content transfer of Lahti UAS training courses, where the Finnish master's level students had also important role. At the last stage of the project, the introduction of three training modules as pilot trainings were successfully carried out in Hungary and Romania (see table 6).

4.4 Outputs compared to objectives

The general objectives of the ADAPTYKES project were to spread around the good practices of the Finnish social innovation of SMEs in the receiver countries. Adaptation and local re-design were essential part of the work programme. A joint objective was the adaptation of the varied training forms and methods developed by the Finnish partner to the local circumstances.

When analysing the documented outputs to original objectives of the project, clear evidence was discovered that the documented activities followed the project plan and produced outputs supported the project objectives just as described in the ADAPTYKES LogFrame description (Appendix 1).

In WP3 the main outputs were the desktop analysis of the national innovation activities in Hungary, Romania and Finland among the SME. Also the survey of

the training needs of SMEs, which the comparative analysis summarized, supported the objective to understand the work organization models and training needs in beneficiary countries.

Some discrepancies were noted at national statistics, where some data was not available at all, or the timing differentiated. Allthought of some discrepancies the general objective of the national reports and trainer's training survey provided enough information for the project to continue to next phase.

Trainer's training (WP4) aimed to transfer the Finnish pedagogical approaches and experiences from the TYKES programme to Hungarian and Romanian counterparts. Evaluating the workpackage output, all the planned activities were completed as planned. The original idea from the Finnish partner's perspective was to modify the training programme based on the study visits to Finland and especially around participants' self-evaluation of the facilitator - developer competencies. The Finnish partner did not receive enough responses from the other partners to build a tailormade trainer's training programme and was forced to used the own rationale in deciding what topics to focus on during a short face-to-face training days. Special coach guide was made to support the trainer's training programme, according to the project plan, however the Hungarian and Romanian partners were expecting a written document instead of electronic database.

Content transfer (WP5) of the Lahti UAS training courses did follow the project plan almost without any discrepancies. The only output in WP5, which is not fully adapted from Lahti UAS training materials is the module number three. As mentioned in Table 7 the training module 3 was called Workplace human innovation and development, which was built from the project partner's materials, as such training course did not exist at Lahti UAS' curricula.

From the dissemination, exploitation and sustainability point of view, the project did re-design TYKES programme based courses to national conditions as planned in the project proposal, which was especially according to the short-term exploitation plan. In both countries the project results have been published in their national language either in Hungarian or Romanian where majority of the public

do not understand English. The content of these documents was not possible to evaluate as there was no translation available. The project also produced two conference publications for dissemination purposes, where in the first publication the survey results were described and how the trainer's training programme would be carried out. The second publication described the experiences from the trainer's training programme. In addition, one article was published at Finnish Journal of Universities of Applied Sciences. Also three master's students in Lahti UAS have written three theses for ADAPTYKES project.

4.5 Sustainability of the project

From the project's needs perspective sustainability of the project, was planned so that dissemination and exploitation measures would contribute to long term sustainability.

Also the project plan described quite ambitious plans to include the trainings into Virtual Campus curriculum after the projects lifetime to help the national sustainability. Virtual Campus was designed in Hungary but was not discussed at the ADAPTYKES partner meetings, it more or less had a background of previous project of which the Hungarian partner's had been involved. The Virtual Campus was therefore only carried out in Hungary. Romanian partners did not build e-learning environment to support the sustainability of the project results. However from the content transfer perspective it is possible to exploit the results to wider audience electronically as well as continue to offer the existing courses to SMEs and develop new training courses based on the experiences from this project.

During the project, the quality issues related to project's implementation and sustainability were raised by the quality monitoring partner New Mind S.A. The questioning was following:

“For the transfer of your (LUAS) experience, the program seems to rely on consulting capabilities of the trainers coming to visit you and afterwards engaged in running local pilots in H and R. Are we sure the people selected will have this skill and is there something foreseen to prepare the traveling team, and make sure they bring along their issues?” (Donnay, 2013)

The above statement is very valid and should have been considered during the project's planning process, but more importantly it should be considered as a learning point for the future projects.

4.6 Author's observation and evaluation

In this section, the author's personal observations from the ADAPTYKES project are described and reflected with the Leonardo evaluation criteria. To support observed views, this section includes some direct quotations collected from the project partners.

When assessing the ADAPTYKES project through Leonardo project's evaluation criteria, the transfer of knowledge from Finnish partner to Hungary and Romania fulfilled the innovation criteria quite well. However it is too early to evaluate the innovation criteria from the perspective of workplace wellbeing results in the SMEs or whether the project increased innovation capability within the SMEs. These results are seen after several years of active collaboration of the HEIs and SMEs.

Transnationality and partnership aspects had similar features as in many previously evaluated and reported Leonardo projects, where the project seemed to have problems with language and communication at times, also different work cultures and differences in partner organizations, such as curricular and pedagogical differences. Lack of time and resources to complete the work packages according to planned schedule seemed be a challenge at times. As a learning point it became clear that understanding other partners' cultural backgrounds should be given more emphasis in the future projects.

To support the above statements, the collected feedbacks from the two study visits were in line. The first study visit stated that the participants learned new methods and received useful methods for training. However more time would have been needed for learning by doing together and thus creating mutual understanding how to proceed in the project.

As feedback of the second study visit, the participants expressed, among other things, the following: “Better understanding of the true goals”, “We are on the right way to create a common language and a framework of thinking,” and “All the presentations were interesting and useful”. The study visits increased understanding about how the relations between academia and the business environment work.

After the face-to-face trainings, both groups evaluated the trainings. They felt that the training was well prepared; it could provide the possibility to obtain knowledge. Time was rather limited, two days was enough to show some examples, but it was only a small part of the whole knowledge. The eLearning construction could facilitate further development of participants, however, using eLearning was obvious and natural for the Finnish partners, but unusual and new for Hungarian and Romanian partners.

Parallel with this difference, for Hungarian and Romanian participants, having written material and printed textbooks about the organisational development tools, which could be used in the pilot trainings, seemed to be necessary. For Finnish partners, eLearning solutions and short descriptions of these tools were the usual and satisfactory background material. For example most of the TYKES programme tools and methods with brief instructions were available at e-learning materials.

It was an important step to understand these unspoken differences, and try to meet the expectations from the other parties: from the Finnish partner’s side, they made an effort and explained the e-learning materials with more traditional introductions, which helped the Hungarians and Romanians. From the part of the Hungarian and Romanian participants, they made an effort to understand the logic and use the eLearning materials provided.

Based on the observations of the author, it was clear that the mutual understanding of the project objectives and purpose was not always clear. The most challenging issue for the Hungarian and Romanian partners was to understand the new role of a teacher-trainer. During the project it became clear that in both countries, in Romania and Hungary the pedagogical approach follows more behavioristic

approach than in Finland. As the trainer's training programme focused on people participative problem solving tools, which is far from behavioristic models, the participants were pushed out from their comfort zones.

Naturally this adjustment of mindset demands time. From the Lahti UAS trainer's perspective the limited amount of time, which was reserved for trainer's training was considered a problem. This was also seen from the collected training feedbacks. More time would have helped to reach better learning outcomes.

Inspite of some challenges the partnership of ADAPTYKES can be considered successful. Budapest Business School expressed their high quality of leadership in this kind of multicultural project. Communication between the partners could have been better or more visible, and this was noted by the quality people as well. Their comments on project communication were following: *"there seems to be long periods of time when nothing happens and all of the sudden there are lots of traffic"*. By this comment NewMind S.A. meant the activity of email exchanges and how quality people were informed.

Dissemination and valorisation criteria from the author's observation were also well managed. The project participants wrote articles of the different phases of the project into international publications and conferences. Also in Hungary and Romania the project materials were translated into native language. The valorisation of the project is not completed yet as new trainings should be carried out in near future, the same applies to follow-up measures of the pilot trainings. Based on the achieved results, the project has a good chance of exploiting the results as written in the project plan.

4.7 Lessons learned from the ADAPTYKES project

Leonardo projects are pilot projects, which test new ideas which often are different from mainstream provision and cannot be expected to provide for 100% of the target group. Emphasis is on what lessons were learned (ECOTEC 2002)

In case of ADAPTYKES project, the lessons learned can be categorized to the transferring partner's and receiving partners' learned lessons. In this thesis the aim

was to focus on Lahti UAS partner's perspective to the project, as the transferring partner.

In Lahti UAS the main lessons learned from ADAPTYKES project were documented as following.

Based on the overall experience of the project, it is clear that the previous experiences of Lahti University of Applied Science as well as the TYKES experiences are transferable and can add value to whole European Community.

Lahti UAS learned that the understanding of the cultural, socio-economical and educational environments of the beneficiary countries is vital for successful transfer of experiences.

Based on the trainer's training experience, the overall lesson learned was stated as following:

“When a multicultural project focuses on adaptation of a special practice, more time should be reserved both to study visits and face to face trainings to ensure mutual understanding and the best possible learning outcomes” (Lahti UAS, 2014)

Also Lahti UAS experiences emphasized that fostering the innovative thinking, open mindset and trust among stakeholders are the key elements for sustainable development of university and business sector co-operation.

4.8 Summary of the main findings

The above topic has presented the analysis and results of the content analysis, the author's observations, the lessons learned and the sustainability of the project. To summarise these results, the main findings are collected into table 8. The presented findings are written in very brief sentences and mostly are based on the used evaluation criteria.

Table 8: Main findings and observations of the evaluation

Topic / criteria	Main findings and observations
Intervention logic	ADAPTYKES project accomplished its objectives well, completing all tasks inspite of some discrepancies in outcomes.
Main discrepancies in outputs	Document contents were not always comparable to each other due to misinformation or translation differences.
Efficiency	<p>The inputs of the project were covered into results well.</p> <p>Limited time and resources affected the efficient implementation and completion of the work packages at times.</p> <p>Mutual understanding of the goals and objectives missing at times, especially at the first phase of the project.</p>
Effectiveness	<p>Concrete objective of developing SME related curricula and pilot trainings was achieved by adapting Lahti UAS materials in the field of sustainable workplace development.</p> <p>Also trainers' training programme was successfully carried out.</p> <p>However the some trained trainers' did not participate into pilot trainings.</p> <p>Project's needs and assumptions have effect to results, which can be considered successful. The project managed to carry out adapted pilot trainings to satisfy the needs of Hungarian and Romanian SMEs by developing innovation capabilities of the SME managers.</p>
Impact	Evaluation of the project's effects to its' wider environment and long term objectives were limited or not possible to evaluate during projects lifetime.
Sustainability	<p>Sustainability of the project was considered very good. The project has all elements for sustainable future development.</p> <p>Dissemination practices partially successful, more effort needed after project lifetime.</p> <p>Sustainability relies on the consulting capabilities of the trainers.</p>
Partnership & Transnationality	<p>Cultural differences were noticed, especially in communication.</p> <p>Strong partnership established and will continue the future collabotrations.</p>

It should be added that during the evaluation of the case project it became clear, that more detailed and holistic view of the case project's impacts and effectiveness had been gained if there had been other methodologies involved, for example interviews. At the sametime it must be stressed that, if the project would have originally applied internal evaluation plans to help to steer the project, summative evaluation as presented in this thesis would been easier to compile and the results of the evaluation be more usable. Logical Framework Approach would have been a good method but even better would have been to implement realistic evaluation method.

5 DISCUSSION AND CONCLUSION

The research findings together with observations conclude that multicultural educational projects should have internal evaluation model applied through the project's lifetime to ensure the impacts and effectiveness of the project. In this final chapter the research findings are discussed and connected with the research questions. Also the assessment of the research is presented as well as the future research areas and the concluding words.

5.1 Discussion: Theory meets practice

The main research question was how could impacts and effectiveness of multicultural educational projects be ensured? Based on the research it justified to state that multicultural educational projects should have internally managed evaluation models as guiding tool for the project participants. These tools would be useful from the very first steps of the preparatory phase to the final phase of the project. Summative evaluation approach should not be used alone but formative approach should be applied as well. Combining these two approaches would give the possibility to gain better holistic picture of the project as a process as well as the desired results.

In practice this would be applied through intervention logic as Logical Framework Approach (LFA) describes. The Logical Framework Matrix would help forming the big picture for the project partners during the preparatory phase of the project and ensure a mutual understanding of the project objectives. LFA could also be applied to realistic evaluation model, which focuses more on what works, for whom and in what circumstances instead of having only linear approach on the interventions and outputs. In other words, through realistic evaluation model the multicultural aspects of the project would have proper attention and the learning outcomes of the multicultural educational project could be ensured.

Keeping realistic evaluation as option, the author also suggests that in the future projects, the evaluation should not only ask what works and why, but consider also: on what grounds interventions are seen to be relevant and beneficial; and why situations perceived are as problematic in the first place. The above

statements give answer to one of the research questions *how could realistic evaluation method could enhance the impacts of multicultural educational project.*

Another sub-question was to *understand the factors influencing on effectiveness of multicultural educational project?* In addition to previously described evaluation methods, there were following issues: multicultural competences, pedagogical approaches, time, trust and mutual understanding of the project objectives and commitment of people, which were presented as factors influencing the effectiveness of a multicultural educational project.

Multicultural competences of project partners mean understanding the other partners' *culture* and especially in educational projects, underlining the understanding of the different views on *pedagogical approaches* will help to improve the learning outcomes. *Time* is also critical factor and should be reserved enough from the planning phase through out the whole project life cycle. Reserving enough time will also help to build *trust* among stakeholders as well as help to build a solid *mutual understanding* on the true goals and objectives of the project. *Commitment* of people was also considered as factor for effectiveness, meaning that if there are too much changes in the project personnel, especially at the receiving partner's side, the outcomes of the project are naturally affected as if the trained people will not participate into piloting phase.

5.2 Assessment of the research

Researcher's role in reseasrch is closely connected with the ethics, validity and reliability of the study. Research report should therefore include discussion about these issues. (Tuomi 2007, 134)

Author acted as a project manager for the ADAPTYKES project, which therefore limited the credibility base so that project's managerial issues concerning people management were left out as mentioned in the thesis scope.

Reliability of the study means, how consistent and stable the research findings are. To quarantee the reliability of the study the ethics of the researcher is important.

This means that the researcher should be careful, thorough and honest when conducting a research and prove this to others (Robson 2002, 93, 176). According to Anttila (2007, 146 – 148) the focus should be on credibility, consistency, usability and effectiveness of the results. In this research the research data was treated as it was written and used as a source to analyse the project results relation to objectives. The observations of the author were moreless confirmed by the written documentations.

According to Robson (2002, 93) the validity of the research is looking for the reality of the results as they have been presented. Anttila (2007, 146) states that evaluating validity should consider also how the research approach, methods and results are corresponding to studied phenomenon. To define if the research have been valid, accuracy, correctness and trueness should be measured.

The results of this thesis are repeatable to an extent of content analysis, however the author's personal observations could have included different views if the background of the author have been different. The research approach and methods were chosen after realizing that summative approach would be the only choice for the evaluation of ADAPTYKES project as the project was in its final phase. The studied data and the results are presented as accurately and truthfully as possible. When collecting the analysed data, author did use personal experiences of the project for advantage of evaluation, being able to sort and categorise the documented outcomes to actual results.

5.3 Suggestions for further study

As a primary argument, the author suggests that realistic approach would provide a new level of effectiveness into projects, where the learning is promoted and is viable methodological alternative to the LFA. This same conclusion have made also Holma and Kontinen (2011, 190). However, as the LFA is currently the most common approach in programmes granted by European Commission, therefore a further study should be made on how these two methods can be effectively connected or combined.

Another study for ADAPTYKES project impacts is to make a follow-up study on the pilot companies' workplace wellbeing and innovation development after a period of time. The study should reflect on TYKES programme experiences and how Hungarian and Romanian companies have taken advantage of the trainings in comparison to Finnish results.

5.4 Conclusion

The conclusion of the study is that ADAPTYKES project did reach the project objectives based on the activities and results. However the real impact of the project could not be measured as the method of the study could not assess clearly enough, whether the knowledge transfer of the project was really internalized by the project partners. The study suggests that more time should have been reserved to ensure the mutual understanding of the objectives as well as for trainers' training. Multicultural competences, trust and commitment of people were found other key factors affecting the project effectiveness.

The study proved the importance of having mutual understanding of the project objectives in the beginning of the project life cycle and what activities are needed to reach good results. The clear objectives and activities relation will ensure the effectiveness of the project. In the case project, the support of the quality partner was helpful for the project, but their interventions did not affect directly to the results of the project workpackages or interventions' effects were limited.

Therefore the study recommends that the logical framework approach as well as realistic evaluation models should be used in the future projects to ensure the effectiveness of the project to clarify the objectives and activities relation.

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APPENDIX 1: LOGFRAME MATRIX OF ADAPTYKES PROJECT

INTERVENTION LOGIC		Verifiable Indicators	Sources of Verification	Assumptions
OBJECTIVES	<p>Development of Higher Education Institutions' (HEIs) pedagogy and curriculums and wellbeing of SMEs employees.</p> <p>National adult education accreditation</p> <p>Creating a TEKES like funding institution to HU & RO</p>	<p>Passing on the training to other HEI and Vocational Educational Training (VET) institutions across the beneficiary nations</p> <p>Number of publications in professional periodicals</p> <p>Number of concrete social innovations in the workplaces</p>	<p>Amount of adapted curriculums of other VET institutions.</p> <p>Publications</p> <p>Amount of new innovations introduced by the SMEs</p>	
PURPOSE	<p>Increased co-operation of Hungarian and Romanian HEIs & SMEs.</p> <p>Increased wellbeing of employees</p>	<p>Qualitative indicators: Readiness of the teachers to participate in workplace development trainings and their satisfaction of using the re-designed Finnish training methods.</p>	<p>Feedback questionnaires to teachers and SME managers</p> <p>Number of employees participating to trainings.</p>	<p>Systematic development of HEI curriculums and pedagogical approaches</p> <p>Building trust between HEIs & SMEs.</p> <p>Sensibility of the employment authorities to launch national TYKES</p>
OUTPUTS / RESULTS	<p>Trainer's Training programme</p> <p>Short and long term pilot courses</p> <p>e-learning platform</p>	<p>Trained teacher-trainers</p> <p>Number of re-designed training modules</p> <p>Number of adapted training methods</p>	<p>Number of trained teacher trainers</p> <p>Pilot training modules 1, 2 and 3.</p> <p>accessible e-learning platform</p> <p>Training methods</p>	<p>Willingness to co-operate with SMEs</p> <p>Participation of regional chambers</p> <p>Online support of Finnish partner</p>
ACTIVITIES	<p>Investigative analysis of the training needs</p> <p>Understanding of Trainer's training programme</p> <p>Understanding the purpose of content transfer, Coach guide & development of e-learning environment</p>	<p>Means: Qualified personnel</p> <p>Reserving enough time & resources</p> <p>Co-operation between project partners and local SME sectors</p> <p>Making sure the cultural differences are understood</p>	<p>Local SMEs</p> <p>TYKES experiences</p> <p>Two Case Companies from Hungary, Romania and Finland</p> <p>Existing LUAS training courses</p> <p>Costs: based of Project budget</p>	<p>Mutual understanding of the training needs, training module contents and pedagogical approaches</p> <p>Availability of Finnish training courses, experiences and pedagogical approaches.</p> <p>Willingness to adapt Finnish experiences</p>
				<p>NEEDS: Recognition of the need to improve and enhance the innovation capability of Hungarian and Romanian SMES through co-operation with HEIs</p>

APPENDIX 2: 8- FIELD SWOT ANALYSIS (fields 5, 6, 7 & 8)

<p>PROJECT'S CRITICAL SUCCESS FACTORS (Where we must succeed)</p> <p>Field 5 (S+O) Strengths vs. Opportunities</p> <p>BCCI and APM's marketing activities obtaining pilot companies</p> <p>Survey analyses</p> <p>Needs meeting education and training programme</p> <p>Producing training material</p> <p>Mapping pilot companies current state and development ideas</p> <p>Students involvement</p> <p>Project communication</p>	<p>TURNING WEAKNESSES TO STRENGTHS (Where we need to focus on in order to succeed)</p> <p>Field 6 (O+W) Opportunities vs. Weaknesses</p> <p>Division of work based on competences</p> <p>Proper co-ordination of project resources</p> <p>Working as pairs and sharing know-how goal orientedly</p> <p>Make sure Developer's Knowledgebase and Method Library is translated into English</p> <p>Guiding Romanian and Hungarian facilitators to operate in their own organisation cultures.</p> <p>Comprehensive plan how multitasked student groups can be exploited for the future projects</p>
<p>TURNING THREATS INTO VICTORIES, (What specific do we need to do to succeed)</p> <p>Field 7 (S+T), Strengths vs. Threats</p> <p>Find committed pilot companies through the network of BCCI and APM</p> <p>Maintain positive, enthusiastic atmosphere in project meeting.</p> <p>Creating belief into project by comparing presurvey results to Finnish ones</p> <p>Strong pedagogical insight, underlining differences of consultant and facilitator</p> <p>Guiding to plan curricula i.e. based on Master's Curriculum</p> <p>Developer's Knowledgebase and Method Library is translated into English</p> <p>Make use of our own knowhow in LUAS</p> <p>Look after the wellbeing of employers</p>	<p>CRISIS SITUATIONS, (What kind of problems we might fall into if we do not act as planned)</p> <p>Field 8 (W+T), Weaknesses vs. Threats</p> <p>No able to gain committed pilot companies</p> <p>Organisational culture differences become a blockage to carry out project</p> <p>Project communication fails</p> <p>Project outcomes are not meeting the need and expectations</p> <p>Stakeholders get tired and let go off the project</p>